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ABSTRACT

A French language curriculum that integrates career and self-exploration activities is presented. The unit is divided into nine mini-units for the teacher that include the following: career or careers to be role-played, student grouping, time allotment, materials needed, a day-to-day explanation of the student activities, and followup activities. The nine mini-units are on the following topics: seeking employment, personnel director and job applicant, writing and typing a letter, business office worker and customers, radio producer and announcer, salesperson and shoppers, tour guide, medical worker and patient, and food tester. In addition to the nine units, suggestions are offered on followup activities and evaluation, and sample questions that should be completed after each career role-playing situation are included. (SW)

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ON THE ROAD TO FIND OUT

career related french

language units

Developed by
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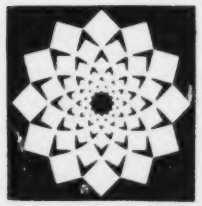
New York, NY 10016



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ON THE ROAD TO FIND OUT
CAREER RELATED FRENCH LANGUAGE UNITS

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INTRODUCTION

We believe that the modern language classroom is a valuable area in which to integrate career and self-exploration activities through a variety of strategies. In the past, modern language teachers have devoted their efforts to developing supplementary materials to a standard audio-lingual approach to teaching in order to make units more palatable to students. However, we feel that the emphasis of modern language teaching needs to be shifted to the student as a thinking, feeling, developing person, making her/him the center for study and exploration. We maintain that the thrust of a modern language can be a humanizing experience. Students, while discovering themselves, also gain intercultural understanding and insight into diverse ways of living and thinking.

Further, due to their language skills and increased sensitivity to other people and cultures, modern language students are exceptionally qualified for a vast number of careers. Unfortunately, however, many students who are studying a modern language are unaware of their career potential, and consequently, are limiting their own futures. Therefore, the second emphasis of our curriculum is to acquaint students with a variety of careers, some of which involve modern languages.

The materials which we have developed have been designed to support the following student goals:

1. The student will develop a positive attitude toward herself/himself through an awareness of her/his developing values, talents, and interests as they relate to work roles.

2. The student will develop a decision-making skill and an awareness of the results of actions and decisions.

3. The student will develop an awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

Related to these three goals, we have specified the following objectives:

Using the French language, the student will be able to

1. develop a critical and discerning attitude about oneself and occupations.

2. experience and/or control situations in which he/she is responsible in making decisions.

3. develop an awareness of potential life style satisfactions and dissatisfactions of specific occupations.

4. communicate a point of view, feelings, and attitudes to observers.

5. acquire respect for workers and their roles/responsibilities through role playing of specific occupations using equipment/realia relevant to those occupations.

6. find various resources for locating a job and become aware of the job market locally and internationally.

7. formulate and pose questions (in English) to persons from the community who are actively involved in the particular occupation studied.

This publication is an enlargement and refinement of a larger foreign language curriculum developed in 1975 in the Roseville Area Schools entitled CAREER RELATED FOREIGN LANGUAGE units from "Get a Job" to "On the Road to Find Out." CAREER DEVELOPMENT THROUGH MODERN LANGUAGES. Developers were Donna R. Erickson and Donna J. Knight of Kellogg Senior High.

FORMAT OF CURRICULUM

The entire unit is divided into nine parts or mini-units written for the teacher. Included in each part is the following:

1. Career or careers to be role-played
2. Student grouping
3. Time allotment---each lesson will be designed on the basis of a 40 minute class session.
4. Materials needed
5. A day to day explanation of the student activities. Each list of activities begins with a presentation of Vocabulary and with discussion relative to the career. The methods used for these presentations are left to the discretion of the teacher; particularly in regard to the discussion of the career since each individual's background and experience is so varied. However, general topics could include: training and education required, salary and benefits, leisure time, living situation, family and job satisfaction. Students should all have a Career Log. This would be used to record new vocabulary, notes from discussions, answers to follow-up questions, etc. Teachers may also wish to introduce new grammatical concepts while working with the unit, i.e. students using the subjunctive tense in a role playing exercise.
6. Follow-up Activities (see the following page)

FOLLOW-UP ACTIVITIES AND EVALUATION

I. Follow-up Activities

1. The teacher may wish to invite persons from the community into the classroom to share with students their experiences with their career(s). Frequently employees from the school district are willing to participate. This often helps students become better acquainted with them and it gives these employees an opportunity to get into the classroom.

2. Or, the teacher may suggest that students in the classroom form a panel and share their experiences with the entire class. This is particularly applicable for the Seeking Employment, Salesperson and Office Worker situations since many secondary students have had such experience.

3. Lastly, students should fill out the questionnaire on page 5 . This should be entered in the Career Log. After a variety of role-playing situations have been created, the student is encouraged to compare responses and eventually note trends in his reactions and perceptions.

II. Evaluation

The teacher should have an evaluation sheet for each student (see page 6). The teacher writes down notes relative to the pronunciation, grammar and vocabulary of each student as s/he participates in the role playing situations. Upon completion of the role playing the teacher assesses points according to how well prepared the student was for the activity. At the conclusion of the entire unit, or after each role playing situation if time allows, the teacher orally goes over the situation, errors noted on the sheet with each student. Students may then write down the new vocabulary etc, in their career logs. Further evaluation is left to the discretion of the teacher.

SAMPLE QUESTIONS FOR CAREER LOG

Career_____ Role_____

These should be responded to after each career role playing situation is completed.

1. Why might someone (perhaps you) choose this type of work (position)?

2. What might be some advantages and disadvantages in this job? You may want to consider training, pay, pressures, anxieties, hours, atmosphere, sense of accomplishment, etc.

3. Has this job been traditionally performed by men or women? What difficulties might one encounter being of the sex that has not traditionally performed this job?

4. What did you do in this role playing situation that was enjoyable or satisfying?

5. Were you uncomfortable during this role playing situation? Explain.

ROLE	SPEAKING CORRECTIONS	POINTS
1. Seeking Employment		
2. Personnel Director		
3. Writing and Typing a Letter		
4. Business Office Worker and Customer		
5. Radio Producer and Announcer		
6. Salesperson and Shopper		
7. Tour Guide		
8. Human Services: Medical Worker and Patient		
9. Food Tester (Cheese)		

SAMPLE TEACHER EVALUATION SHEET

TITLE OF ACTIVITY: Seeking Employment

OBJECTIVES: 1 - 6

STUDENT GROUPING: Entire class divided into pairs

TIME ALLOTMENT: Four class periods of 40 minutes each

MATERIALS: Newspapers from various states or countries
Optional: Teletrainer from Northwestern Bell Telephone Company

CONTENT OF ACTIVITY: Day I

1. Vocabulary and discussion relative to the activity: see Format of Curriculum and page 9.

2. Each pair of students chooses one want ad from the newspapers available. (This want ad may be for any career. The teacher may, however, ask the students to look for careers involving French.) One student in the pair should make a copy of the want ad so that each student in the pair may work with the same ad.

Day II

1. The teacher divides the class into two sections: employers and those seeking employment.

2. The employers work on one side of the classroom and prepare anticipated questions and responses to potential employees (based on want ads). The following are some examples of what the "employer" may want to think about:

   A. Know the responsibilities of the job.

   B. Know what requirements you are interested in for the employee: education, experience, sex, age, personal characteristics, etc.

3. Those students seeking employment should work on the other side of the room. (There should be no discussion between employers and potential employees.) These students prepare questions and responses for the phone call to the employer, based on the want ad. The following are some examples of what the "seeking employment" student may think about:

A. Introduction, name, where saw the want ad

B. What kind of information do you need on the phone before you can decide if the job interests you or not: responsibilities, hours, pay, etc.

C. Decide to ask for an appointment or not. If you ask for an appointment, be sure to leave a phone number. Reconfirm information about appointment.

Day III

Each pair of students, one role playing the employer and the other role playing the potential employee, calls the number and asks questions in French. The teacher may wish to have the students do this in front of the class or only to her/him. The students should sit on chairs back to back and may not use notes in role playing the phone call.

Day IV

Follow-up activity and students record their reactions in their career logs, see page 4.

SEEKING EMPLOYMENT

HELPFUL VOCABULARY

un emploi

un métier

un boulot (slang)

un(e) employé(e)

un(e) employeur (euse)

le Bureau de Placement

une demande

une annonce

une demande de renseignments

gagner

un rendez-vous

donner un rendez-vous à

journal (aux)

sans travail

un travail à mi-temps

un travail à plein-temps

une expérience

bosser (slang)

TITLE OF ACTIVITY: Personnel Director and Job Applicant

OBJECTIVES: 6

STUDENT GROUPING: Entire class divided into pairs

TIME ALLOTMENT: Four class periods of 40 minutes each

MATERIALS: Want ads

CONTENT OF ACTIVITY: Day I

1. Review vocabulary from "Seeking Employment".
2. Discussion relative to career: see Format of Curriculum and page 4.
3. Students may choose another want ad or use the same want ad from "Seeking Employment". Students should follow the same instructions for working in pairs.

Day II

1. Students choose either the role of being a personnel director or a job applicant. After this decision the teacher should divide the classroom into two sections. Personnel directors and job applicants should then work separately.
2. Each student, as a personnel director, will compose a series of at least ten (10) questions which he/she intends to ask the applicant. Students should also be prepared for anticipated questions from job applicant. They should compose these questions and responses from the want ad. Examples of these questions and responses may be:
   - A. Name, address, phone, etc.
   - B. Experience
   - C. Education
   - D. Situational questions, i.e. what would you do if. . . .
   - E. What do you have to offer?
   - F. Why should we hire you?
   - G. Have an idea of what you are looking for in an applicant, i.e. education, experience, etc.

3. Each student as job applicant must prepare a series of anticipated responses and questions for the interview. Examples of some of these responses and questions may be:

   A. Know yourself, your strengths and weaknesses.

   B. Why do you want the job?

   C. What are your qualifications?

   D. How might a personnel director find out if you are good for the job?

Day III

1. In pairs, with the class as silent judges, students role play the interview.

2. Those students in the audience should be recording their impressions of the applicant and their recommendations on the recording charts (see page 12).

Day IV

1 After all interviews are completed, students are given the evaluations.

2. Follow-up activity and students record their reactions in their career logs, see page 4 . As part of the follow-up activity, the teacher may wish to recount her/his own experience in an interview situation for a job. The teacher may also wish to discuss what not to do in a job interview, i.e. clicking pen, chewing gum, fumbling with purse, crossing and uncrossing legs, twisting hair or moustache, etc.

GROUP	IMPRESSIONS EMPLOYER	IMPRESSIONS APPLICANT	RECOMMENDATIONS EMPLOYER	RECOMMENDATIONS APPLICANT
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

SAMPLE STUDENT EVALUATION SHEET

GRADE _____

TITLE OF ACTIVITY: Writing and Typing a Letter Requesting Travel Information

OBJECTIVE: 4

STUDENT GROUPING: Entire class working on an individual basis

TIME ALLOTMENT: Two class periods of 40 minutes each

MATERIALS: Addresses for the Chambers of Commerce and Travel Bureaus of countries throughout the world which use French (see page 15), typewriters, paper, carbon paper, envelopes and stamps.

CONTENT OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to the assignment: see Format of Curriculum and pages 14.
2. The teacher reviews the names and locations of French speaking countries of the world.
3. For the purpose of letter writing, each student chooses a country which interests her/him; perhaps a place s/he would like to visit some day (see page 15).

Day II

1. Each student writes a letter in French to the chosen country requesting information which would be helpful for a tourist, i.e. hotels, restaurants, points of interest, transportation, etc.
2. The final copy should be typed in duplicate so that each student has one copy for her/his career log. The students mail their original letters.

SAMPLE LETTER

St. Paul le 12 février 1974

Mlle. ou M._____

Rue

Ville État Zip

U.S.A.

Cher Monsieur,

Ayant l'intention de me rendre en France cet été, j'aimerais avoir quelques informations à propos de votre ville Caen et de la région. Je vous serais très reconnaissant si vous pouviez m'envoyer ces renseignements. Je suppose en effet qu'il doit y avoir beaucoup de choses intéressantes à visiter, et j'apprécierai toutes ces informations. Peut-être aussi pouviez-vous m'envoyer une liste des hôtels, car je ne suis pas encore sûr où je resterai durant cette periode.

Dans l'attente d'une réponse de votre part, recevez cher monsieur, l'expression de mes sentiments les meilleurs.

Mme. ou M._____

HELPFUL ADDRESSES

OFFICE NATIONAL DU TOURISME DE LA
NOUVELLE CALÉDONIE
B. P. 688
Noumea, New Caledonia

DIRECTEUR DU TOURISME
B.P. 89
Cotonou, La République Populaire de Benin

MINISTÈRE DU TOURISME
B.P. 86
Fort Lamy, République Du Tchad

SYNDICAT d ' INITIATIVE de SAINT PIERRE
et Miquelon
B.P. 257
Saint-Pierre, and Miquelon

OFFICE du TOURISME
Casablanca, Morocco

MONACO GOVERNMENT TOURIST OFFICE
610 Fifth Avenue
New York, New York 10020

OFFICE NATIONAL du TOURISME
B.P. 1001 Gare 51, Avenue de la Gare
Luxembourg, Luxembourg

OFFICE du TOURISME de la GUADELOUPE
Place de la Victoire
Point-A-Pitre, Guadeloupe

OFFICE DÉPARTEMENTAL du TOURISME de la MARTINIQUE
Fort de France, Martinique

DÉLÉGATION GÉNÉRALE du TOURISME
B.P. 1412
Dakar, République du Sénégal

SWISS NATIONAL TOURIST OFFICE
B.P. 8023
Zurich Talacker 42, Switzerland

BELGIAN NATIONAL TOURIST OFFICE
720 Fifth Avenue
New York, New York 10019

OFFICE NATIONAL du TOURISME
de la HAUTE VOLTA
B.P. 624
Ouagadougou, Republic of Upper
Volta

OFFICE NATIONAL du TOURISME
de la THÉRMALISME
Tunis, Tunisia

COMMISSARIAT GENERAL du TOURISME
B.P. 266
Youndé, Cameroun

OFFICE NATIONAL du TOURISME
B.P. 612
Niamey, République du Niger

MINISTÈRE du TOURISME
B.P. 20949
Abidjan, Republic of Ivory Coast

PHOTO - MIL
Brazzaville, People's Republique
of Congo

French Tourist Information
610 Fifth Avenue
New York, N.Y. 10020

Canadian Consulate General
Office of Tourism
1251 Ave. of Americas
New York, N.Y. 10019

TITLE OF ACTIVITY: Business Office Worker and Customers

OBJECTIVES: 1 - 7

STUDENT GROUPING: Entire class working in groups of 2 - 4 persons each

TIME ALLOTMENT: Four class periods of 40 minutes each

MATERIALS: Typewriters, steno pads and pencils, erasers, file cabinets, and other props as determined by the situations students choose.

CONTENT OF ACTIVITY: Day I

Vocabulary and discussion relative to the career: see Format of Curriculum and pages 18.

Day II

1. This role playing situation may be conducted in a number of ways, but the focus should be on individual student responsibility.

2. Students are divided into groups of 2 - 4 students each. Every group is responsible for setting up one particular type of business office: airline ticket office, rent-a-car, complaint department in a store, humane society, department of motor vehicles, law office. The groups are then assigned a place in the classroom where they set up and label in French the props they will be using.

3. Students should also sign up on a chart similar to the sample on page 19.

Day III

For the role playing situations, students are designated as either "office workers" or "customers". Each customer visits each office, making use of the service offered. Suggestions are as follows:

A. L ' aéroport -- with a student made passport and credit cards at hand, the student will buy a plane ticket to a foreign city.

B. La Société Humaine---The student will apply for and convince the office worker that s/he should have a dog. See page 18 for a list of dog names in French.

C. Voiture à Louer------The student is in Paris and must be in Tours by evening. The student must quickly rent a car, however the office will not accept cash or checks!

D. Permis de Conduire---The student applies for and takes two tests for a license. One test may check vision (letters must be pronounced in French) and the other tests coordination, or ability to read French road signs.

E. Réclamation---------The student must imagine herself/himself at a department store. S/He chooses her/his own complaint and proceeds.

F. Les Testaments-------The student imagines that a long lost relative has died and that s/he is trying to get in on the estate. S/He must fill out forms describing her/his relationship to the deceased. Or, the student may make up her/his own will, listing her/his valuables and to whom they will be given.

Roles are reversed midway through the class period and the procedure remains the same. The teacher should wander about the room during the role playing, using the evaluation sheet on page 6.

Day IV

Follow-up activity and students record reactions in their career logs.

HELPFUL VOCABULARY

typewriter	la machine à écrire
calculator	la machine à calculer
mimeograph	la polycopieuse
stencil	le stenal, la polycopie
carbon	le papier carbone
accounting	la comptabilité
ledger	le grand livre
postage	l' affanchissement
files	le classeur, dossier
transcribe	transcrire
dictation	la dictée
switchboard	le tableau
receptionist	la réceptionniste
secretary	le secrétaire
clerk/typist	le commis, employé de bureau
xerox	le xerox
stenographer	la sténographie
dictionary	le dictionnaire

DES CHIENS

Berger Allemand
Dogue Allemand
Pekinais
Chien de Garde
Chien de Berger
Boxer
Basset
Cocker
Chien de Chasse
St. Bernard
Epagneul
Doberman
Chow-Chow
Dalmatien
Caniche
Berger belge
Batard

DES CHATS

un chaton
une chatte
chat siamois
chat tigré

OFFICE SIGN UP SHEET SAMPLE

(make on a large sheet of paper)

WORKERS	DAY 1 - Role Playings		DAY 2 - Role Playings	
	Workers	Customers	Workers	Customers
A L' Aéroport	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
B. La Société Humaine	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
C. Voiture à Louer	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
D. Permis de Conduire	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
E. Réclamation	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
F. Les Testaments	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4

CLASS SIZE: 24

TITLE OF ACTIVITY: Radio Producer and Announcer

OBJECTIVES: 1 - 7

STUDENT GROUPING: Entire class works individually

TIME ALLOTMENT: Seven class periods of 40 minutes each

MATERIALS: Cassette tapes, cassette recorders and microphones, video-tape

CONTENT OF ACTIVITY: Day I

1. Vocabulary and discussion relative to the caresr: see Format of Curriculum and pages 22 and 23.

2. Students observe two or three weather programs from different weather forecast stations.

3. Students should use their career logs to record impressions, differences, similarities. The teacher may wish to have a discussion following the video-tape or may wish to use this information as part of the follow-up activity.

Day II

1. Review "weather packet".

2. Working in pairs, the students will read and translate a French weather report (teacher should obtain a current weather report from a French newspaper). These should be kept in the career log and checked by the teacher.

Day III

The teacher gives each student four forms of "Bulletin Meteorologique", see page 31. The teacher instructs the students to write in French weather forecasts for four totally different types of weather, one report for each form. The teacher may wish to request that two of the forms are in the present and that two of the forms are in the future tenses. The students may choose any locality they wish for the reports.

Day IV

The students should be directed to record these four weather programs on tape, using various music selections or whatever else they may choose for background effects. Pauses should be left between programs.

Day V

Students should turn in their tapes and completed weather report forms so that the teacher may grade them.

Day VI

The teacher should redistribute the tapes to the students for listening comprehension practice. Each student is given a tape of someone else in the class and four blank weather report forms. While listening to the programs, the forms should be completed.

Day VII

1. The students turn in completed forms to the teacher to be compared with the master weather form.

2. Follow-up activity and students record their reactions in their career logs, see page 4.

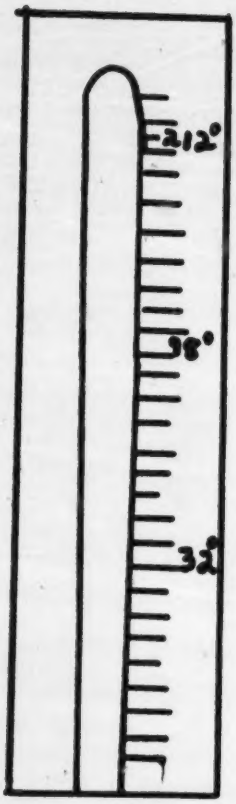
LE TEMPS

LES SAISONS:		THE SEASONS:	
l'été	(en été)	summer	(in the summer)
l'automne	(en automne)	fall	(in the fall)
l'hiver	(en hiver)	winter	(in the winter)
le printemps	(au printemps)	spring	(in the spring)

Il neige.	It's snowing.
Il va neiger.	It's going to snow.
La neige fond.	The snow is melting.
La neige va fondre.	The snow is going to melt.
Il pleut.	It's raining.
Il va pleuvoir.	It's going to rain.
Il pleut à verse.	It's pouring.
Il fait beau.	It's nice out.
Il fait un temps magnifique, formidable. . .	It's wonderful out.
Il fait mauvais.	It's not a very nice day.
Il fait un temps de chien.	It's really a horrible day.
Il fait chaud.	It's warm. It's hot.
Il fait frais.	It's cool.
Il fait froid.	It's cold.
Il gèle.	It's freezing.
Il fait du soleil.	It's sunny.
Le soleil brille.	It's sunny.
Il fait du vent.	It's windy.
Le vent souffle	It's windy.
Il fait du brouillard.	It's foggy.
Il y a un brouillard épais.	There's a thick fog.
C'est ombrageux.	It's cloudy.

Il fait des éclairs et du tonnerre.	It's lightening and thundering.
C'est orageux.	It's stormy.
Nous allons avoir une orage.	We're going to have a storm
la pluie	the rain
la neige	the snow
le froid	the cold
la chaleur	the heat
la plage, la piscine	the beach, the swimming pool
nager	to swim
patiner	to skate
skier, faire du ski	to ski
un parapluie	an umbrella
un imperméable	a raincoat
un chache-nez	a muffler
un maillot de bain	a bathing suit
des lunettes de soleil	sunglasses
une boule de neige	a snowball
un bonhomme de neige	a snowman
un flocon de neige	a snowflake

LE THERMOMÈTRE

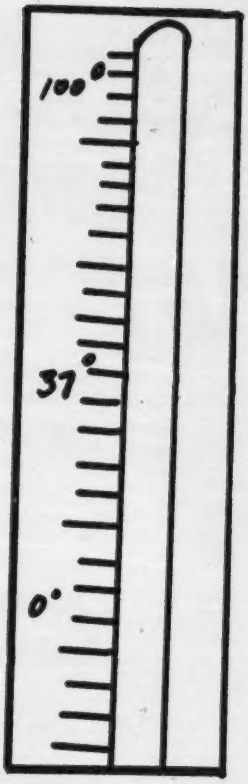


FAHRENHEIT

POINT d'E BULLITION

TEMPERÁTURE DE CORPS

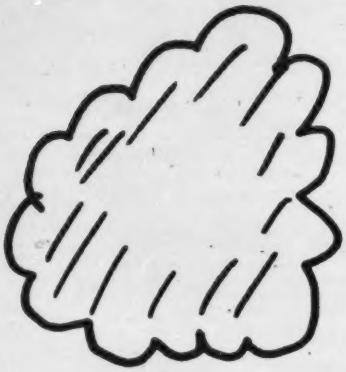
POINT DE GEL



CELSIUS

$$C = \frac{F - 32}{9} \times 5$$

$$F = \frac{C}{5} \times 9 + 32$$



le nuage

Ici est un nuage. Les nuages sont généralement blancs ou gris. La pluie et la neige tombent des nuages.

clair

Nous voyons ici un symbole que l'on trouve sur la carte du temps. Ce symbole, un cercle blanc, signifie que le ciel est clair. Il n'y a pas de nuage. On nomme cette condition temps clair.

il fait beau

Ici, nous voyons ¼ du cercle noir, et 3/4 sont blancs. Ce symbol signifie qu'il y a quelques nuages, mais le soleil brille et le ciel est bleu. Pour cette condition il fait beau.

mi-couvert

Ici le cercle est ni noir, ni blanc. Il y a beaucoup de nuages dans le ciel. On nomme cette condition mi-couvert.

nuageux

Ici le cercle est noir et ¼ blanc. On ne voit qu'un peu de ciel. Le soleil brille à peine a travers des nuages. On nomme cette condition nuageux.

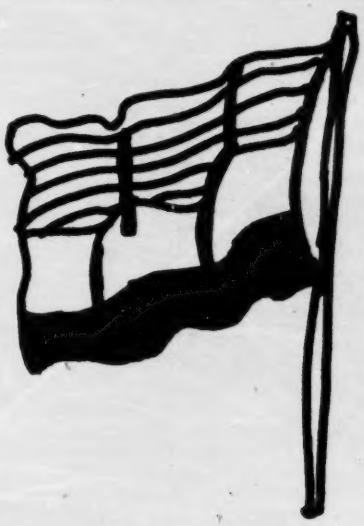
couvert

Ici le cercle est tout noir. On ne voit pas le soleil du tout, et on n'apercoit pas le ciel non plus. Il va vraisemblablement avoir de la pluie.

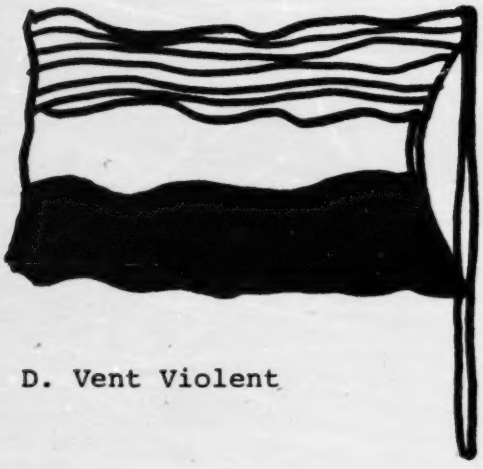
LE VENT

A. Pas de Vent

B. Vent Léger



C. Vent assez Fort



D. Vent Violent

A. Pas de vent

B. Quand il y a un peu de vent, nous parlons de "vent léger".

C. Quand il y a un peu plus de vent, nous parlons de temps venteuse. C'est agréable si on veut faire de la voile.

D. Quand il y a beaucoup de vent, nous parlons de vent violent.

BASSE PRESSION

Le Brouillard

La brume c'est le brouillard. Il y a du brouillard lorsque de l'air chaud rencontre de l'air froid. Quand c'est très brumeux, on ne voit pas bien. Un tel temps est mauvais pour les automobilistes Il y a facilement des accidents dûs au brouillard si le conducteur n'est pas très attentif. Londres est connu pour son brouillard.

La Pluie

Par pareil temps, on a besoin d'un parapluie.

L'Ondée

L'Ondée est une pluie fine.

BASSE PRESSION

L'Orage

En été il y a fréquemment des orages. Un orage est une tempête avec de la pluie, du vent, du tonnerre et des éclairs.

La Grèle

Cette image montre la grèle. La grèle est en quelque sorte la pluie qui est devenue glace. Ce n'est pas drôle d'être sous la grèle. Cela fait mal lorsqu'elle tombe sur la tête.

La Neige

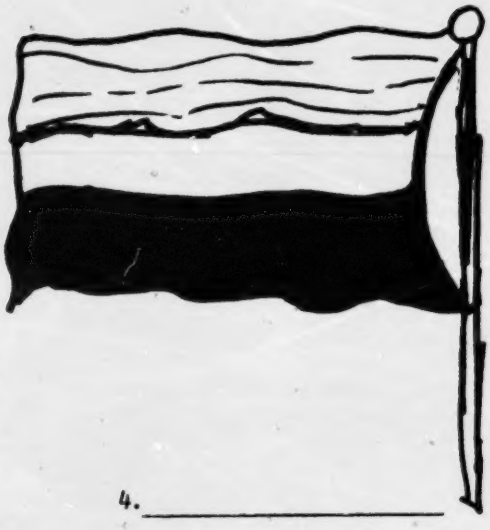
En hiver, la neige tombe. C'est beau blanc. Cela fait beaucoup de joie aux enfants. Quand il neige, ils peuvent skier ou faire un bonhomme de neige.

1. _____

Select the correct terms from the list below and write them in the blanks at the left.

soleil brillant
vent froid
vent chaud
vent tiède
vent clair
vent faible
pas de vent
vent puissant
vent frais

2. _____ 3. _____

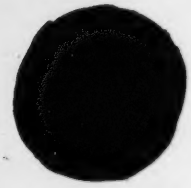


4. _____

1. _____

Travail sur la couverture nuageuse

Select the correct terms from the list below and write them in the blanks at the left.



2. _____

3. _____

4. _____

5. _____

6. _____

il fait beau

le soleil brillant

la lune

clair

couvert

Venus

le nuage

Mars

Pas de vent

vent léger

nuageux

mi-couvert

forte couverture nuageuse

Ville .....

BULLETIN MÉTÉOROLOGIQUE (Météo)

Heure:.....Nom de programme.....

Date:.....Couverture nuageuse.....

.....Direction du vent.....

Genre du vent.....Précipitation.....

.....

Température minimale.....Température maximale.....

.....Froid.....Frais.....Chaud

.....Modérée

Ce qu'il faut porter.....

.....

.....

.....

TITLE OF ACTIVITY: Salesperson and Shoppers

OBJECTIVES: 1 - 7

STUDENT GROUPING: Entire class working in groups of 2 - 4 persons each

TIME ALLOTMENT: Four class periods of 40 minutes each

MATERIALS: Props as determined by the situations students choose, play money (in francs)

CONTENT OF ACTIVITY:

Day I

Vocabulary and discussion relative to the career: see Format of Curriculum and pages 33 - 35.

Day II

1. This role playing situation may be conducted in a number of ways, but the focus should be on individual student responsibility.

2. Students are divided into groups of 2 - 4 students each. Each group is responsible for setting up one particular type of store, i.e. tobacco shop, flower shop, cosmetic shop, lingerie shop, fruit market, sports shop, etc. The groups are then assigned a place in the classroom where they set up and label in French the props they will be using.

3. Students should also sign up on a chart similar to the sample on page 19.

Day III

1. For the role playing, students are designated as either "sellers" or "shoppers". The shoppers visit the stores, buying at least one item at each one. Students are encouraged to purchase the product in a manner typical of the target culture, i.e. bargaining. (Students then keep a list of purchases and the price they paid, see page 36.) Roles are reversed midway through the class period and the procedure remains the same. The teacher should wander about the room during the role playing, using the evaluation sheet on page 6 .

Day IV

Follow up activity and students record reactions in their career logs.

COSMÉTIQUES

cosmetics	cosmétiques	make-up	le maquillage
lipstick	rouge à levres	perfume	le parfum
rouge	le fard	cream	la crème
mascara	le rimmel	hair spray	laque
eye shadow	le fard à paupiere	powder	la poudre
deodorant	déodorant	hair blower	seche cheveux
talcum powder	talc		

UN BUREAU DE TABAC

cigarette	un cigarette	newspaper	un journal (L'Express; Paris Match; Jours De France; Le Nouvel; Observateur)
cigar	un cigare		
pipe	un pipe		
candy	des bons bons		
stationary	une papeterie		
paperback	livre de poche	magazine	une revue
stamps	des timbres		un magazine (Le Monde; Le Figaro; Paris-Jour; L'Humanite; France-Soir; Le Parisien Libere; L'Aurore)

SOUS-VETEMENTS

underpants	une culotte
bra	un soutien-gorge
slip	une combinaison
panty hose	des bas
socks	les chausettes
undershirt	un gilet
boxer shorts	un slip
t-shirt	un t-shirt

UNE BOUTIQUE DE FLEURISTE

DES FLEURS

tulip	tulipe
carnation	un oeillet
lily of the valley	un muguet
marigold	un souci
dried flowers	des fleurs sechees
rose	une rose
daisy	une marguerite
gladiola	un glaieul
pansy	une tapette

DES FRUITS

apple	une pomme
orange	une orange
grapefruit	un pamplemousse
mango	un mangue
plum	une prune
apricot	un abricot
pear	une poire
raisin	raisin sec
prune	un prunneau
banana	une banane
grape	un raisin
peach	une pêche

UN MAGASIN DES DISQUES

record player	un pick up
	un tourne disque
single	un 45 tours
album	un album
instruments	les instruments
guitar	une guitare
drum	un timbour

UN MAGASIN DE SPORTS

a bike	une bicyclette
	un vélo
tennis racket	une raquette
ball	un ballon
fishing pole	la canne à pêche
reel	la moulinat
net	l'epuisette
rifle	la carabine
tent	la tente
back pack	le sac à dos
thermos	la bouteille e bolante
flashlight	la lampe de poche
canoe	le canot
a golf tee	le dé
golf clubs	la canne de golf
boxing gloves	les gants de boxe

SAMPLE PURCHASING RECORD SHEET

Points_____ Nom_____

La Date_____

Le Magasin	Les Achats	Les Prix
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Total _____

_____ Francs

TITLE OF ACTIVITY: TOUR GUIDE

OBJECTIVES: 1 - 7

TIME ALLOTMENT: Six class periods of 40 minutes each

MATERIALS: Cassette tapes, cassette players, a-v catalog, slide projectors

CONTENTS OF ACTIVITY: Day I

1. Vocabulary and discussion relative to careers: see Format of Curriculum and page 37.
2. Students sign up for a city or area that they wish to present to the class. If time permits, the students may wish to make their own slides or movies of an area of interest in the community.
3. Students prepare an outline of their presentation in French. The students should also inform the teacher as to what materials they will need for the presentation. The teacher may wish to encourage students to use slides or movies from family vacations.

Day II

Students should discuss their outline with the teacher. They should then begin to prepare a written script of the presentation, coordinating the slides with the commentary.

Day III

Students should have the teacher correct the rough draft of the presentation and begin finalizing the presentation.

Day IV

1. Students begin their projects, acting as tour guides, to the class.
2. Each student is given an evaluation form (see page 38) in which s/he records her/his impressions of the various tours and the tour guides.

Day V

Continue presentations to the class.

Day VI

1. Tabulate the evaluations and return to each student.
2. Follow-up activity and students record their reactions in their career logs, see pages 4 and 5.

DES REGLES

Watch your step.....Attention aux marches
No mini skirts.....Pas de mini jupes
No cameras.....Pas d'appareils de photo
No flashcubes.....Pas de flash
Cover your arms.....Couvrez vos bras
Stay in line.....Restez en colonne
Wait til bus comes to complete stop.....Attendez que le bus s'arrête
Smoking in back only.....Fumer à l'arrière de bus
no spitting.....Interdite de cracher
meet bus at 5:00.....Soyez à 5 h. au car
don't wander from group.....Restez en groupe
Do you have questions?.....Avez-vous des questions?
Hope you've enjoyed your tour, come again!.....J'espère que vous avez eu du plaisir, Revenez bientôt!

UN GUIDE

Greeting.....Bonjour mesdames mesdemoiselles et messieurs
Welcome!.....Soyez les bienvenu!
On your right.....à votre droit
On your left.....à votre gauche
in the rear.....au fond
behind.....derrière (L'Eglise)
in front of you.....juste devant vous
in front of.....devant (L'Eglise)
opposite.....en face de (L'Eglise)
straight ahead.....tout droit
on top.....en haut (ne prononcez pas "N")
underneath.....au dessous
below.....sous
over there, there.....là-bas il y a
a ticket.....un ticket
a tip.....un pourboire
thank you.....merci---à votre service!
good bye.....Au revoir m'sieurs 'dames
monument.....un monument
statue.....une statue
it was built in.....Il était construit (e) en 1902.
stiff, sore neck.....le torticoli (slang)

GUIDE	LE TOUR	FRANCAIS	INTÉRESSANT	IMPRESSION DU GUIDE	POURBOIRE	TOTAL
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

1 - Superbe
2 - Bonne qualité
3 - Moyenne qualité

TITLE OF ACTIVITY: Human Services: Medical Worker and Patient

OBJECTIVES: 1 - 7

STUDENT GROUPING: Each student, working alone, prepares for both role plays

TIME ALLOTMENT: Five class periods of 40 minutes each

MATERIALS: Realia appropriate to the simulation (student made: see activity)

CONTENT OF ACTIVITY: Day I

1. Vocabulary and discussion relative to the career: see Format of Curriculum and pages 44 - 46.

2. Present parts of the body vocabulary, (see page 44).

Day II

1. Each student chooses a health problem (a broken leg, stomach ache, sore throat, car accident, dysentery, allergic reaction, high fever, dizziness and vomiting, etc.) Each student works with the vocabulary presented and prepares herself/himself as a patient.

2. Each student chooses a particular medical worker (nurse, doctor, medical secretary, mid-wife, paraprofessional, etc.). Each student works with the new vocabulary and prepares herself/himself for the medical worker.

Day III

1. The teacher reviews vocabulary.

2. The teacher chooses one student to role play the medical worker the student has chosen. This person must speak French. The teacher chooses another student to role play the patient with the medical problem she/he has chosen. This student speaks English. The office scene is role played in front of the class. The medical worker must discover what the problem is through questioning and gestures. She/he must also give appropriate medical advice.

Day IV

1. Continue the role plays.

2. Each student must fill out the "Chez le docteur" form (see page 43). If the student role played the patient, she/he must fill out in French what her/his health problem was. If the student role played the medical worker, she/he must fill out in French what she/he perceived the health problem to be. She/he must also specify what medical advice she/he gave. (The teacher should tell the students in advance to be prepared to do this after the role plays. The students should not use notes.)

3. The teacher may wish to grade this form.

Day V

1. Follow-up activity and students record their reaction in career logs, see pages 4 and 5.

HELPFUL VOCABULARY

la figure

la tête

les yeux, l'oeil (m.)

les oreilles (f.)

le nez

la bouche

le cou

le bras

la coude

la main

la poitrine

l'estomac

la jambe

l'orteil (m.), le doigt de pied

le genou

la cheville

le derrière

la lèvre

l'épaule (f.)

le poignet

la langue

le dent

le dos

le coeur

la peau

CHEZ LE DOCTEUR

1. What can I do for you? Que puis-je pour vous?

   Sit down; have a chair. Asseyez-vous.

2. What seems to be the trouble? Qu'avez-vous?
   Qu'est-ce qu'il y **mme/mlle?**

3. Where does it hurt? Où est-ce que ça fait mal?
   De quoi suffrez-vous?

4. Have you had this problem before?
   Avez-vous déjà eu ce problème?

5. When did you start noticing it?
   Depuis quand l'avez-vous remarqué?

souffrir; souffrant

la douleur

mal de tête, j'ai mal à la tête

mal à la gorge (avoir)

mal au pied (avoir)

mal aux oreilles (avoir)

mal aux yeux (avoir)

mal au doigt (avoir)

une fièvre

la pneumonie

enroué (être)

le mal, la douleur

cela fait mal

douloureux, irritable, endolori

patient(e)

malade (m/f)

client (e)

sensible

le sang

le bandage

entortiller

l'enrouement (m)

enrouer

une allergie

saigner/je saigne

la médecine, le médicament

une aiguille

une injection

tousser/une toux

infirmier, infirmière

une blessure/blesser/blessé

battre; palpiter

les rayons, radiographier

un examen physique/médical

les glandes enflées

l'aspirine

une ordonnance

streptocoque

l'urine

le gonflement, l'enflemment

matières vomies (f. pl.)

vomir

le vomissement

une crise

guérir ; la guérison

soigner

la grippe

l'influenza (f.)

la rhume, être enrhumer

la brûlure

se casser la jambe etc.

le vertige

guerisseur) "quack"
charlatan)

malversation= malpractice

une infection de...

une contagion de...

la chirurgie

un stéthoscope

CHEZ LE DOCTEUR

Nom_____ Prénom_____ La Date_____

Adresse_____

Numéro de téléphone_____

Lieu d'emploi_____

Nom d'employeur/employeuse_____

Compagnie d'assurance_____

Problème medical_____

_____

_____

_____

_____

_____

_____

_____

Action prise (médicament/ordonnance, l'hôpital, un rendez-vous)

_____

Signature du travailleur médical

_____

Signature du patient (e)

_____

TITLE OF ACTIVITY: FOOD TESTER

OBJECTIVES: 1 - 7

STUDENT GROUPING: Entire class working on an individual basis

TIME ALLOTMENT: Two class periods of 40 minutes each

MATERIALS: 9-10 varieties of imported cheeses (dietary consultants at grocery stores may be helpful in determining the quantity of cheese necessary for a class), toothpick, posters with names of cheeses written on them and pictures of the cheeses.

CONTENT OF ACTIVITY: Day I

1. Vocabulary and discussion relative to the career: see Format of Curriculum and pages 50 - 54.

2. The teacher introduces to the students the names of a variety of cheeses commonly served in France. Such cheeses which represent a variety of tastes, shapes and smells include: edam, kummin, kirsch, roquefort, boursin, brie, camembert, gruyere, emmental and fromage fondue.

Day II

1. The room should be set up with different cheese stations. The individual station should include a poster of the cheese so that students can see it in its original and packaged form (these pictures are often found in popular French magazines), and the actual cheese cut into bite size pieces.

2. With a cheese chart (see page 49) and toothpick in hand, students roam from station to station sampling, describing (and identifying if desired) the cheeses. Students are encouraged to use a wide variety of the adjectives in the vocabulary lesson while filling out the chart.

Day III

Follow up activity and students record reactions in their Career logs.

SAMPLE CHEESE CHART

Tableau de Fromages	Apparance	Texture	goût	odeur	forme	opinion
Chèvres						
Edam						
Kummin						
Kirsch Gourmandise						
Roquefort ou Boursin						
Brie (camembert)						
Gruyère						
Emmental						
Fromage Fondue (grape cheese)						

Nom _____

HELPFUL VOCABULARY

APPARANCE

croute

mince
sèche
lisse

extérieur

Pâte couleur orange, blanc, noir, bleu, rouge, jaune

Pate s'emiette
- -parsemée de petits trous
- -souple
- -moissisure bleuâtre
- -couleur terre cuite
- -striée ou quadrillé

GOÛT

gout assez prononcé
plein de saveur
- fort
- doux
- pasteurisé
- affiné
- blanc (avec sucre)
- sans saveur
- salé (trop de sel)
- sucré
- succulent
- délicieux

FORMES

- carrée
- triangulaire
- rectangulaire
- hexagonale
- octogonale
- losange
- rond (e)
- plat (e)

ODEUR

pâte légèrement adorante
il sent fort!
il a trop fermenté
bonne odeur
mauvaise odeur
agréable - désagréable

TEXTURE

fromage tendre
fromage coulant
croûte épaisse
fromage crémeux
fromage moelleux
mélange de fromages